Student's Name_____

Iowa Alternate Assessment 2009-2010 *Science Rating Scale* *Grade 11*		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 1: Students can understand and apply skills used in scientific inquiry					
1.1	Identifies or states purpose of an experiment being conducted in class	☐	☐	☐	____ %
1.2	Compares and makes conclusions about objects to determine differences in size (shorter/longer)	☐	☐	☐	____ %
1.3	Compares and makes conclusions about objects to determine differences in weight (heavier/lighter)	☐	☐	☐	____ %
1. 4	Observe and draw conclusions as to texture (rough/smooth)	☐	☐	☐	____ %
1. 5	Observe and draw conclusions about viscosity of different liquids	☐	☐	☐	____ %
1. 6	Observe and draw conclusions about temperature (warmer/colder)	☐	☐	☐	____ %
1. 7	Answers question about the scientific process	☐	☐	☐	____ %
1. 8	Draws conclusions in an experiment	☐	☐	☐	____ %
1. 9	Selects and uses scientific tools for measurement (length)	☐	☐	☐	____ %
1. 10	Selects and uses scientific tools for measurement of mass (scale)	☐	☐	☐	____ %
1. 11	Selects and uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers)	☐	☐	☐	____ %
1. 12	Classify items, organize the data, and represent in a chart, table, or graph	☐	☐	☐	____ %
1. 13	Identify, investigate, and form conclusions about patterns and trends (order sequence)	☐	☐	☐	____ %
1. 14	Demonstrates safe techniques for investigation	☐	☐	☐	____ %

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Science Standard 2: Students can understand concepts and relationships in life science					
2. 15	Identifies and discriminates a variety of species: wild animals, plants, and humans	☐	☐	☐	____ %
2. 16	Identifies or characterizes some animals as predators to other animals	☐	☐	☐	____ %
2. 17	Conduct an investigation, analyze data, and form a conclusion to demonstrate that variations in data exist (differences in height, eye color, variations between leaves, etc.)	☐	☐	☐	____ %
2. 18	Conduct and analyze an investigation with a plant to determine how the environment effects its growth	☐	☐	☐	____ %
2. 19	Classify the parts of a food chain (animals (including humans), plants, humans, decomposers)	☐	☐	☐	____ %
2. 20	Specify and explain the relationships between the steps of a food chain (sun, producers, consumers)	☐	☐	☐	____ %
2. 21	Identify that food sources come from the environment (bread comes from wheat)	☐	☐	☐	____ %
Science Standard 3: Students can understand concepts and relationships in Earth/space sciences					
3. 22	Form conclusions about how land forms were created	☐	☐	☐	____ %
3. 23	Identify differences in rocks (color, texture, composition)	☐	☐	☐	____ %
3. 24	Identify weather through observation (clouds, temperature, wind, rain, and snow)	☐	☐	☐	____ %
3. 25	Organize and graph qualitative observations about weather (clouds, temperature, wind, rain, snow)	☐	☐	☐	____ %
3. 26	Identify materials/clothing/recreation/ transportation appropriate to the weather	☐	☐	☐	____ %

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3. 27	Recognize and identify states of water (solid, liquid, gas)	☐	☐	☐	____ %
3. 28	Form a conclusion based on precipitation (snow, hail, rain)	☐	☐	☐	____ %
3. 29	Identify uses of water (bathing, drinking, cooking, recreation, etc.)	☐	☐	☐	____ %
3. 30	Recognize and identify ways to conserve water	☐	☐	☐	____ %
3. 31	Analyze effects of the water cycle on living organisms (precipitation, evaporation, condensation)	☐	☐	☐	____ %
Science Standard 4: Students can understand concepts and relationships in physical science					
4. 32	Accurately predicts how far a ball will roll if pushed (acceleration and velocity)	☐	☐	☐	____ %
4. 33	Draws conclusions whether magnets will repel (separate) or attract (come together)	☐	☐	☐	____ %
4. 34	Make comparisons between different types and quantities of batteries	☐	☐	☐	____ %
4. 35	Classify mixtures as homogeneous and heterogeneous (salt water is homogeneous and chocolate chip cookie batter is heterogeneous)	☐	☐	☐	____ %
4. 36	Graph objects based on physical properties (textures, living vs. nonliving, type of object)	☐	☐	☐	____ %
4. 37	Investigate how different things can be made from the same materials (wood=furniture, paper, etc.)	☐	☐	☐	____ %
4. 38	Investigate how combining two or more materials may result in a product that has different properties than original materials (home-made ice cream, pottery, etc.)	☐	☐	☐	____ %
4. 39	Analyze and evaluate given data to determine states of matter of an object (solid, liquid, gas)	☐	☐	☐	____ %
4. 40	Observe and draw conclusions that objects can move at different speeds based on the amount of force applied	☐	☐	☐	____ %